

YES-SIR

NEWARK

VOL. 8, NO. 10

MAY 24, 1972

GRADES

Ann Arbor, Mich. - (I. P.) - The future of today's college students depends heavily on whether or not he "makes the grade."

He works (though not necessarily learns) for a mysterious set of coded letters to be assessed by potential employers and graduate schools, even insurance companies and creditors.

"Grades offer few benefits to either the teacher or learner," contends Stanford C. Erickson, director of The University of Michigan Center for Research on Learning and Teaching. "Their major function is to furnish information to sources completely removed from the classroom."

He challenges the responsibility or the right of a school to provide "encapsulized evaluations" of a student's achievement to outside institutions.

If a graduate school or employer requires appraisals of students for their own specific purposes, they, not the colleges from which the students graduate, should be given the burden for establishing the criteria for these evaluations, he states in a recent CRLT "Memo to the Faculty."

A complete copy of the CRLT "Memo to the Faculty" No. 46 on Grading vs. Evaluation is available from the Center for Research on Learning and Teaching, 109 E. Madison St., Ann Arbor, Michigan 48104.

"Grades classify; they do not evaluate specific educational achievement. Unfortunately the distinction between evaluation and grading is too often obscured in the administrative shuffle, and what is irretrievably lost is the criteria used to determine the grade in the first place."

A student may be graded against absolute standards or on his performance relative to his classmates. Some grades include penalties for weak character, in-attendance or overdue assignments. The wide variations of standards from teacher to teacher and school to school has aroused growing interest in new approaches, such as pass/fail.

Instead of comparing the merits of one grading system over another, Erickson urges a re-examination of the validity of the entire grading concept, and the reasons society relies upon it.

"Often grades are justified as an incentive device that will motivate (or coerce) a student to study harder, or alert him to the danger of failing. However there is a crucial distinction between study effort and learning benefit, and research studies on this show the amount of time a student invests in a course to be unrelated to his final grade," he says. Using a low grade to punish a student is unlikely to yield any learning benefits. In fact, this approach often has the effect of reducing interest in a course and, in extreme cases, in an entire field of study.

"No can grades be justified as a predictor of success," Erickson continued. Surprising studies conducted during the last decade reveal that college grades bear little or no relationship to any measure of adult accomplishment he related.

"While the capabilities that students bring with them to campus stay with them on the job, the criteria for successful performance are quite different -- not better or worse, but different.

"What students really seek are cues that enable them to evaluate their own progress as they work their way through a course. Instead, most grades indicate what they've accomplished in relation to their classmates.

"Grading procedures in higher education are brutally indifferent to the individual student," he concludes. "A teacher's descriptive evaluation of the student's achievement is far more significant.

"Evaluation-- which may take the form of a conference between student and teacher, or written comment on an exam paper--is indispensable to the learning process. This form of appraisal directs and confirms the student's effort and helps him to develop a framework for assessing his own goals."

Erickson proposes that a student's transcript consist of a list of courses in which he has performed adequately, plus brief description by instructors of the student's aptitudes, weaknesses, and progress.

"Obviously there is no rapid solution to the problem of grading," Erickson says. It touches too many people and serves as a controlling criterion for too many

education processes. Precisely because higher education is so heavily dependent upon grades, it will not quickly forsake them as a medium of exchange.

"But communicating what a student has accomplished to agencies beyond the classroom is not a legitimate educational purpose, and does not serve the instructional (that is evaluative) needs of the students.

"Educational institutions must forsake their role as quality controller for society and devise alternative means for managing students. Then grading might not stand in the way of the university's more important function: education."

The cornerstones of the country's operation are economic and political strength and power. The black man does not have the economic strength -- and it will take time for him to build it. But right now the American black man has the political strength and power to change his destiny overnight.

- Malcolm X, 1965.

Don't get the idea that I'm one of these goddam radicals. Don't get the idea that I'm knocking the American system.

- Al Capone, gangster 1929.

GOD SAVE AMERICA

Want to end the hassles with Kill-A-Kommie adults or students? (Yes, students. Ther're bad eggs in every hen house.) If you'd rather skip the yelling, you can take one of two possible plans of action: the ever-popular YES-SIR beloved by all adults active in K-A-K, or the SPEAK NO EVIL, for which you just ignore the issue.

SPEAK NO EVIL is the most simple method. When you're in the august presence of a K-A-Ker CLAM UP. The card-carrying K-A-Ker has been conditioned against enlightenment. Why get a sore throat and headache trying

to reverse fate?

The YES-SIR Approach will help you win friends, but it's much harder to learn. Practice saying things like:

--Of course college kids are commies.

--Oh, I do agree that His Majesty Richard the First Nixon is going to save the country.

--George Wallace? Why, he's a real patriot.

- Anyone who doesn't go to church is an atheist, and everybody knows where atheists go!

--Drop the Bomb.

---God save Spiro.

--America, love it or leave it.

(keep a bucket handy while you practice. When you can say all these without vomiting, you are on your way to being an expert--YES-SIRer).

Please note that this is not a handbook for subversive-type freaks, it's for anyone with a deep-seated antipathy for people who are so busy being good Americans that they forget to be good PEOPLE. With a few minor changes, the YES-SIR approach will work equally well on people who think the Fascists, not the Commies, are out to destroy the U.S. of A.

God Save America; 'cause no one else seems to be trying.

Two More Dead

Two more fatally stabbed and murdered between noon Wednesday April 10, and Thursday, April 11 at the Ohio State Penitentiary. This brings the total "cuttings" up to 21 in a four week period, leaving 7 dead, this does not include, as many beatings. Not a day passes that someone is not cut, maimed for life, beaten, sexually assaulted or murdered or any combination of these. Ironically some, not all, of the victims have been sent here for minor, non-violent crimes. Presently no attempt whatsoever has been made to separate the murderers from the pot smokers, thus the more or less innocent inmate is subjected to the constant, relentless fear of ending that day with a "shank" in his back. Undoubtedly this will stop an inmate from any future crimes, upon return to the "street" for he will never return to the street. What kind of justice is that though? What about the families and loved ones of the men who never return? What about the men themselves? As I write this I wonder if the constitution which speaks of cruel and unjust punishment is any more than a myth. When men, who are convicted of minor and non-violent crimes are mixed in with, and given equal treatment to men who are criminally insane sadists, I suspect something is very wrong with the system and the establishment for letting these conditions exist. Also it leads me to believe that the majority of citizens don't care, thus making them as guilty of murder as the man who actually wields the weapon. I shall conclude by simply asking: What in the hell kind of society can let this go on?

An X student of O.S.U.
Steve Short

New Coach for OSUN

NEWARK, O., May 18 . . . Gregory D. Wince has been selected for the position of Head Basketball Coach at the Ohio State University Newark Campus. The Newark Campus Titans are looking forward to a great basketball season under his leadership.

Wince graduated from Newark High School in 1962 and is presently living at Rt. 2, Hickory Hills, Granville. He attended Bowling Green University and Otterbein College where he earned a B.S. Degree in Education in 1968. He received a Master of Science degree from Ohio University in 1972. He taught Phys-

ical Education, Health, and English and coached basketball, football, and track at Lincoln School in Newark. In 1969 he became Assistant Basketball Coach at Denison University.

The past college basketball teams that Wince has coached have had a record of 70% wins. He displays a great depth of basketball coaching talent and experience. He has published several basketball articles in national coaching periodicals. He has operated his own summer basketball camp for junior and senior high school students. He has been an instructor at other summer basketball camps.



Typical scenes like this are the subject of the pictures on pages 4 & 5 of this paper. They present a capsulized account of the 1971-72 academic year.

LETTERS

Dear Sir:

Enclosed please find a press release which we feel is of primary importance to the student body of your school. The release covers services that will greatly aid students in their selection and admission to colleges.

We respectfully request for the sake of all college oriented students that you please print the enclosed data in your next school newspaper.

If you would like further details we would be pleased to offer any

additional information that you may require.

In the event that you cannot inform students through your school newspaper we request that this information be forwarded to the school guidance department so that they may make this information available.

Your cooperation in this matter is appreciated.

Rita M. Ilisson, Director Public Relations, National Student Placement Services.

From Mr. Wince

I am extremely happy to be named the head coach of the Newark Campus basketball team. I consider it an excellent opportunity and personal challenge for me to become a part of a campus that is so rapidly growing academically and numerically. With this growth, the opportunity for concurrent development of the athletic program, and specifically basketball, is a definite and positive possibility to serve as an integral part of campus expansion and its attractiveness.

The impression I have received from the administration here is that they are sincerely interested in developing a competitive basketball program, one which compares favorably with any regional campus in the state. My immediate goal is to win the state

championship and I feel confident that this potentiality is a realistic objective.

I think we have already taken some steps in the right direction to achieve our goals. We have established a challenging schedule for the coming season and have already been able to enroll several very promising area high school standouts that I feel will help our program get off the ground.

I am anxious to meet the coming season, and we are working hard right now to insure that we can present the students of the Newark Campus with a winning basketball team, one in which they can develop pride and will serve as a factor in increasing campus unity.

For Each A Time

I've lived and witnessed many times and seasons, Beautiful and yet sometimes tragic. As Springtime comes with lifes new creations, Summer then smiles upon them. For all of life there are times and seasons

I am well into the summer now, And too, must look forward to other times and seasons.

Life bursts into flame, Often with impetuous ambitions. But then it dims slowly and fades, fades, fades, and suddenly, winter It is no more.

Occasionally one bursts forth making others burn more brilliantly. But too, there are those causing prematurely existing winds.

- Steve Short

Student Placement Service

BOSTON, MASSACHUSETTS - National Student Placement Services, located at 295 Huntington Avenue, Boston, Massachusetts, is offering a revolutionary new concept in education placement services with its two-fold program to provide all prospective college transfer students with the opportunity to:

1. Find new colleges that provide programs correlating with the students' personal requirements.

2. Have guaranteed acceptance to college, if desired.

All students considering transfer may utilize this service, regardless of grad-point average and reasons for wishing to change schools. Today, this service will guarantee to match every student with mutually acceptable colleges that offer the career orientation and academic climate that are compatible with his educational ambitions.

National Student Placement Services' computerized college matching system costs \$50 and is an excellent investment, as each wasted application can cost at least \$25 in time and filing fees-not to mention the enormous waste of time, money and energy spent when a student discovers that he or she is in the wrong school.

Far too many transfer students waste their valuable time and money considering and applying

to schools which have the wrong academic program and/or admissions requirements, rendering their application useless. National Student Placement Services changes all this.

To utilize the resources of the National Student Placement Services, all one must do is fill out a standard N.S.P.S. profile sheet, listing the criteria that are most important to the student in selecting the college of his or her choice. Upon request, N.S.P.S. will process the profile sheet into a computerized information bank containing detailed data on over 3,000 colleges and universities in the United States and Canada. The computer will choose colleges that reflect, as nearly as is possible, the student's personal requirements:

1. Program of study desired: Liberal Arts, Business Education, Biology, etc.
2. Type of school desired, including location and size of student body.
3. Make-up of the student body: co-ed, all male, etc.
4. Cost for tuition fees.
5. Costs for room and board.
6. Cost for miscellaneous expenses.
7. Availability of R.O.T.C. programs, if desired.
8. Tests required for admission.
9. Terminating date for application.
10. Unusual school policies and

restrictions.

11. Commuter information.

12. Off-campus housing costs.

National Student Placement Services also offers a service directed at actually aiding the student's admission into a college. The trained and expert staff of N.S.P.S. will contact them with the schools the student is interested in, advise him of the admissions requirements and tests, and finally, secure the student admission into a college or university. National Student Placement Services guarantees the student will gain admission.

The cost of N.S.P.S.'s fee for this second service is \$150. If N.S.P.S. cannot gain the student admission into college within 90 days, the placement fee will be refunded, and N.S.P.S. will suffer the loss.

National Student Placement Services will also attempt to aid the student in overcoming financial difficulties. Last year in the United States alone, \$34 million in scholarships went begging because colleges could not locate the proper student recipients. This year, N.S.P.S. believes it can cut that figure in half with its information retrieval systems.

For further details about these and other available services immediate information and assistance may be obtained by calling 617-261-1923.

illegitimacy

COLUMBUS, O., May 12--Although the problem of illegitimacy is rooted deep in the past, its relatively short history provided research incentive for Robert La Sota, Ph.D. candidate at Ohio State University.

"No one, that I'm aware of, has ever bothered to compile an interdisciplinary study of illegitimacy before," he said. In his dissertation, entitled "A History of Illegitimacy, 1920 to 1970," La Sota, who hopes to complete his doctorate in history by the end of autumn quarter 1972, will explore the attitudes, trends, policies and legal aspects of the illegitimate child.

"I certainly don't claim expertise in medicine, law, education, or sociology," he said, "but by studying these different areas, I can get a historical perspective that's basic for understanding the problem."

That perspective has revealed general changes in public attitudes toward the unwed mother during the past 50 years.

"During the 1920's," La Sota said, "she was branded as feeble-minded. In the next decade, she was met with a little more understanding with per pregnancy attributed to environmental factors such as poverty or a bad home life. The accepted belief in the '40's was that the loosening of cultural barriers was responsible."

"In the 1950's," he continued, "most of the literature stressed the psychological causes. The child was either 'mother - or father-ridden' with the father trying to prove his masculinity. The trend during the '60's and '70's has been to blame it all on the sick society, overpermissiveness, or alienation, indicated in such clinches as 'the new morality' and 'the sexual revolution.'"

While the rate of venereal disease rises in the present de-

cade, the level of illegitimacy decreases. The availability of birth control pills and abortion accounts for this somewhat paradoxical situation.

Far from the aura of secrecy surrounding cases of illegitimacy 50 years ago, today's unwed mother is not usually ostracized, according to La Sota.

"Public figures like Patty Duke and Vanessa Redgrave have openly admitted to their illegitimate children. In the 1920's they would have 'taken a vacation' or 'visited a relative' for a few months," he commented.

Two years of work with the United Community Council's Task Force on Unwed Parenthood familiarized La Sota with the attitudes which the unwed parent must face in the Columbus area.

"The Columbus school board policy toward the unmarried mother, as it now stands, is indicative of attitudes that were prevalent throughout the U.S. in the 1940's and '50's" he stated. "In relation to other communities of comparable size, the Columbus board hasn't taken appropriate measures to safeguard a student's equal right to education."

The right to which La Sota refers is that of an unwed mother to stay in school while more than six months pregnant. The current Columbus school policy is temporary dismissal for both the mother and the father. The school makes arrangements for them to attend adult education sessions, or provides them with a tutor. Neither parent is allowed to return to the same school after the child is born.

Society knows little about the unwed father, although more interest in his role and needs has developed in the past 10 years. While most people feel his main duty is to share in the financial burden of the child's support, more are beginning to realize he

needs as much understanding as the mother, La Sota pointed out.

Most of the supply of adoptive children are illegitimate, and more are being told of their status than ever before, he added.

According to law, no child can be taken away from its mother unless she is a minor, or proven mentally deficient, according to La Sota. In the case of the minor, she must prove the ability to support the child financially. In such a case, he said a court would probably urge her to give the child to an agency temporarily.

A recent Supreme Court decision acknowledged the rights of the unwed father by reversing an Illinois decision. The Illinois law stated that the unwed mother, rather than the father, is the legal parent with full rights of custody. When the mother dies, the illegitimate children automatically become wards of the state. The Supreme court ruled this statute discriminatory, denying the father his constitutional rights.

La Sota compared the rate of illegitimacy today to an iceberg.

"Nine-tenths of it is still beneath the surface. So many children are conceived illegitimately, but born legitimately, you can't really evaluate the situation accurately. Whatever the case, though, it reflects a breakdown in morality, and many consider it an economic threat to society."

La Sota has been conducting his research for two years under the direction of his faculty adviser, Dr. Robert H. Bremner, professor of history. La Sota is currently on a leave of absence from Salem State College in Salem, Mass., where he is a history instructor.

Only people with empty heads feast while their hearts should be heavy with grief.

- Magnus Colorado,
Apache Chief

ATLANTIC UNION

Five years ago the statesman who is now President of the United States "strongly urged" the Congress to adopt the Atlantic Union Resolution. On September 28, 1971, the International Organizations and Movements Subcommittee on Foreign Affairs reported out without a dissenting vote a resolution very similar to the one President Nixon endorsed. As originally introduced in the 92nd Congress, the Atlantic Union Resolution was co-sponsored by 116 Members, over one-fourth of the Congress.

The resolution calls for an exploratory convention to consider the possibility of uniting the nations of the Atlantic Community permanently into a Federal structure similar to our own Federal Union. In reality, it seeks to bring our political institutions out of the age of the sailing ship and into the age of the rocket.

The nations of the world have developed the capability to destroy one another completely, but we have yet to build a political system which can prevent a world holocaust. We have the ability to walk among the stars, but not the social institutions which can make it safe to walk the streets and roads of this planet.

If the convention can agree that the goal of the nations of the Atlantic community is to transform their present relationship into a more effective unity based on federal principles, and further agree on a timetable for the transition by stages to this goal, a major step in the direction of world peace and stability will have been taken. A federation of these major nations of western civilization would be formidable indeed. It would result in a political institution large enough to deal successfully with the supranational problems that now confound us.

Scientific development and tech-

nology rush head-on quite irrespective of national boundaries. So does world economic development. The multinational corporation is commonplace. Social phenomena, such as the youth culture, are no respecters of the nation-state. Poverty and disease have never known the confines of nationality. In recent years the environmental problems of air and water pollution have plagued the west.

The choice before the NATO countries as we face each of these social, political, and economic situations is whether each country will deal individually with every problem in a piecemeal fashion strictly limited by the requirements of the nation-state, or whether a common approach can be taken. If we choose the former method, we simply put off the day of national reckoning, for without government on a scale to match multinational, intercontinental problems societies simply cannot continue to function smoothly, and perhaps may cease to function at all. The problems are already supranational. It is up to us to develop the supranational institutions to deal adequately with them.

The time for this initiative is now. Former President Eisenhower, who was a supporter of Atlantic Union, once told me at Gettysburg, "We deal with the urgent questions, and leave the important ones for tomorrow."

Today we deal with the urgent questions, such as the Middle East, Vietnam, world trade, and monetary policy. Will we be bold enough to deal with Atlantic Union--now, in good time--or will we put it off until tomorrow--the tomorrow that must wait until mankind suffers some new worldwide agony?

I am convinced the exploration of a supranational political system capable of uniting the free

people of the North Atlantic Community effectively will return far more real dividends than we can gain from exploring space. In stating this, I do not minimize the value of space exploration. It is worthwhile, and in my view has already yielded great dividends.

Similarly, I view the potential dividends from this resolution as far greater than we can expect from the billions invested in the proposition that the best way to strengthen freedom against dictatorship is to go to war to save South Vietnam from communism.

Indeed the exploratory expedition this resolution contemplates would not risk the life of one single person on earth, American or otherwise.

Promising and time-tested though it is, the Federal answer to our supranational problems to this date has not been explored at all with any other nation.

How strange that we should not yet have done so, when we know from our own history the basic weakness of the alliance system--note our dismal experience with an alliance, the Articles of Confederation--and the great strength of our own federal system, which has yielded new rewards in liberty and equality to each succeeding generation.

There are various kinds of federal unions--ours, Canada's, Switzerland's, to mention three varieties. But they all have in common these three essentials:

First, the powers of government are divided between those which all agree are purely national or state affairs and those which are common affairs of them all.

Second, the contracting parties or sovereigns are, in the last analysis, the individual citizens of each nation in the Union, rather than their national or even Federal Government. It is the citi-

zens who elect the legislature and executive of their Federal Government and continue to elect those of their Nation. The laws made by the Federal Government operate, like those of the national government, upon the citizens. The purpose of the Federal Government is, again, the same as that of any democratic national government--to guarantee the citizens more power over, or more independence and freedom from, any government, rather than to give any government more power over the citizens, or become more independent of or free from their control.

Third, since the nations or states in any federation vary considerably in population, the federal system always includes safeguards. For example, the U.S. Legislature consists of a differently structured House and Senate, and the balance of power between them, together with the requirement that both must agree before a bill becomes law, serves not only to preserve the independence of each State from all others, as regards its purely state or national affairs, but also to prevent any large State, or group of smaller ones, from dominating others. These safeguards have proved capable of assuring a viable, workable system far more effective than any alternative system.

There are, of course, other characteristics that all Federal unions share, but those three may suffice at this time to indicate what is meant by the number one aim of the Convention--to explore the possibility of agreement to set as a goal the transformation of the present alliance into a Federal union.

Shall we risk waiting for a national catastrophe to lead us to explore the Atlantic Federal answer? We can be sure that if it comes, it will be nothing so small as Shays' rebellion that

spurred our Federal Founding Fathers to action in a slower moving time.

There are already ominous signs on the horizon. Although exceptions may be cited, most of the significant movements in the Atlantic Community the past few years have been setbacks. Further setbacks could occur in a short time because of formidable factors working against Community interests. Domestic pressure for a major cutback in U.S. troops in Europe will increase, keep the Administration on the defensive, and eventually prevail.

Unless effected with great care, the cutback will enhance substantially Soviet influence throughout the continent.

If U.S. troops are reduced, other nations will follow suit rather than pick up the slack.

Divisive strains within the Community over trade, monetary, and political matters will persist, if not intensify. Recent trade and monetary negotiations among our countries have not eased the situation substantially. Protectionist sentiment is rising sharply on both sides of the Atlantic.

The recent vote at the United Nations on the admission of Communist China (a move I have long urged) is the most recent example of the precarious state of the western alliance. Of all our partners in the NATO defense pact, not one of them voted with the United States in opposition to the expulsion of the Nationalist Chinese. Only three of the fourteen--Portugal, Greece, and Luxembourg--voted with us on the procedural question. To me, this shows the deteriorating state of our relations with our European friends. Denmark has already imposed a 10 percent surcharge of its own to retaliate against the U.S. surcharge. A trade war looms ominously on the horizon.

(Please turn to Page 8)

great contradiction

As I have been interned in the Ohio Penitentiary now for 8 weeks I realize what a contradiction it is when prisons hide under the terms rehabilitation, correction or even penal. The institutions torture men and breed them into full time criminals. Whereas they are supposed to penalize or correct law breakers I ask how can this occur when the prison are themselves filled with crime. The total days conversation of the inmates is filled with such things as making knives, who got cut up or killed that day, talk of homosexuals and their acts, the planning of another crime, etc...

The availability in prison of drugs is amazingly as common as that of concealed weapons of some sort or another. A man in prison has very little chance of bettering himself. The average education is approximately 6th grade and anything above high school level is non-existent. The greatest emphasis is keeping the prison itself functioning efficiently and not on helping the inmate better himself. The first thing that happens to a man upon entering is the number that is given him. He ceases to be a human and becomes a number, thus losing all individuality and identity. Shortly after this his integrity is also lost as he is given the same cell, food, clothes, everything as the murderer, sex deviate, armed robber, homosexual, child molestor, rapist,

pot smoker, car thief all are the same and treated the same. They are legally state property, no better than the blanket they sleep on, but not quite as good because it cost money to buy the blanket.

In 6 weeks time, three or four men have been brutally murdered and twice as many knifed or badly beaten but no one cares because this has gone on for years. After a man gets out he has to contend with his relentless record which will follow him to his death. He will never be free, he will never have fully paid until death. The hopelessness of the inmates is contagious to other prisoners and justly so, for what does he have to hope for really. The constant talk of violence and revenge is disheartening to even the strongest man, and soon he has lost all faith and hope. The absolute repetition of events and diet tend to dehumanize a man as a result of sheer boredom. Never in my life have I ever witnessed so much concentrated hate. He hates himself for living without integrity and at the same time hates the world for taking it from him. I see men walk around lacking something which has died in them. As they talk it's obvious they have lost hope. Prison presents a curious psychological problem because it defeats its purpose. It makes men worse than they were to begin with. Some habitual criminals will never see freedom but

many men are made habitual criminals in jail, many men are forced to submit to sexual advances at knife point. Some men never get over the experience.

I would quickly bet my life that if every judge, policeman, and government official spent 30 days in my place there would be instant prison reform but that is wishful thinking. As I write this I really can't hate the men who are responsible for this because they can't realize what they are doing. They must not know because this is a detriment to society as a breeding place for dangerous violent men. I've overheard many men wish they would have shot the arresting policeman to prevent this. Many men are in prison for non-support, drugs and writing small checks and are never separated from the hardened criminals but, on the contrary, they are treated like them. Prison administrations seem to be unaware of this and it continues. Men as young as 19 years old are mixed in with them; at times this seems to be unreal because of the contradiction of it. One would expect intensive counseling and vocational training as well as opportunities for higher education but that is a dream. Many men have not received a letter or visit in a year because nobody cares. I have to concede that not too many do care or these conditions would not continue.

-- Steve Short

Got A Problem? Need help?

CRISIS CENTER

344-1111

ORACLE

NEWARK

The ORACLE is produced in room 97 of Founders Hall by a maniacal team of sundry crazed elves, hobbits, dwarves, and witches. Dial 366-1992 and ask for anybody. Unsolicited manuscripts are welcome. All material without redeeming social value will probably be printed.

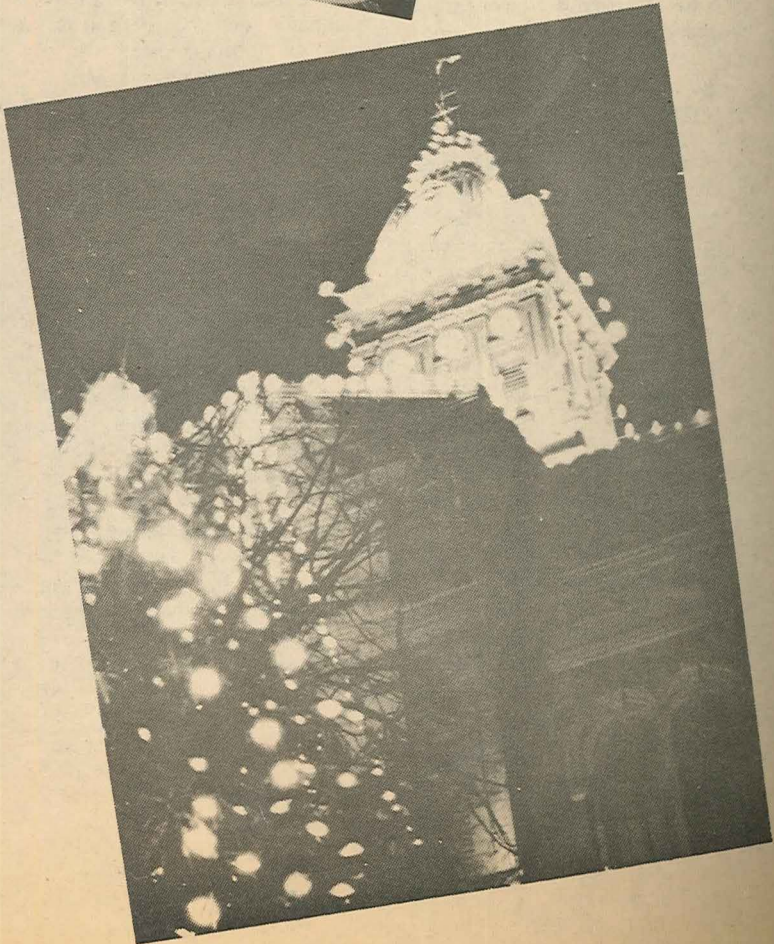
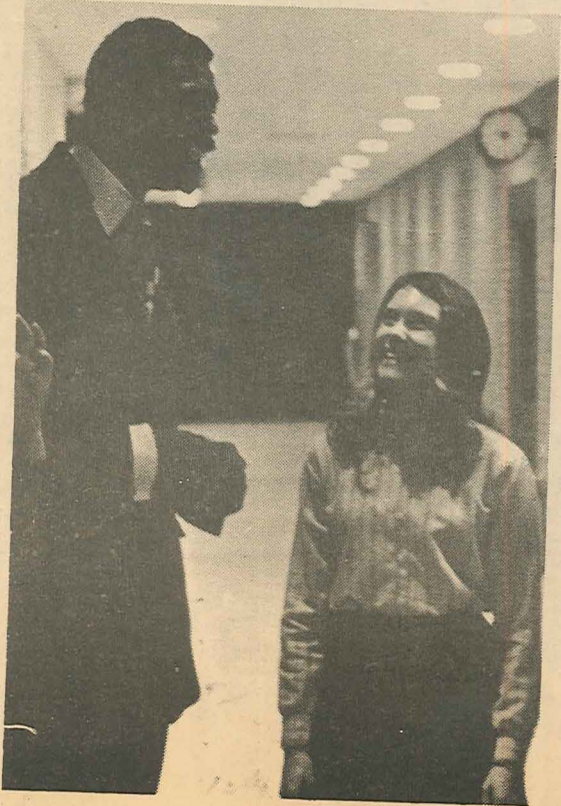
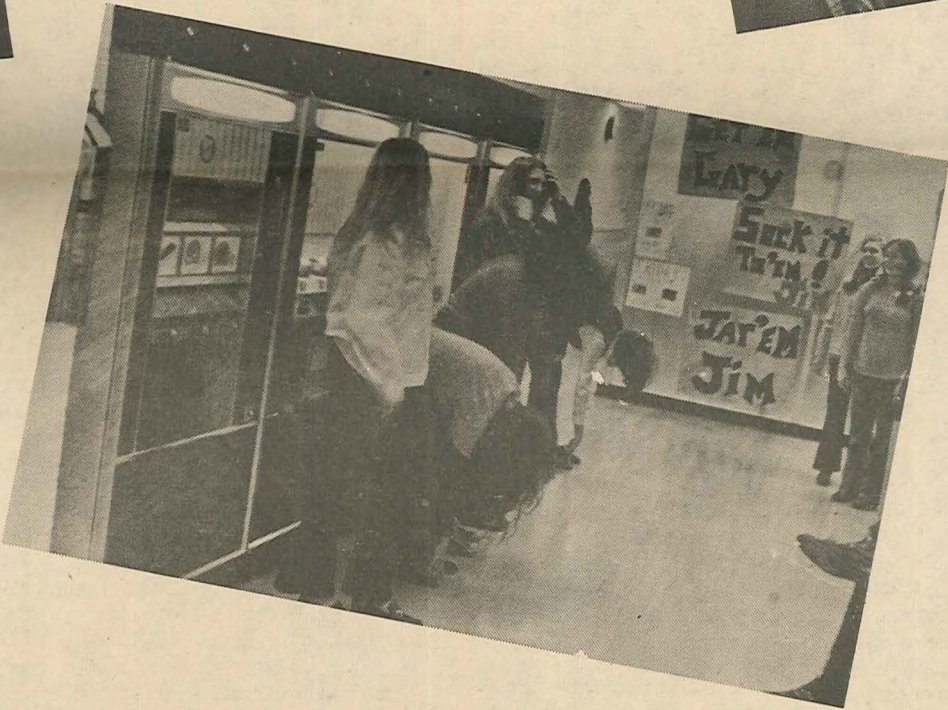
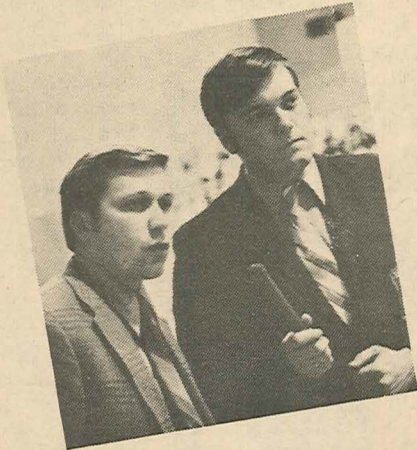
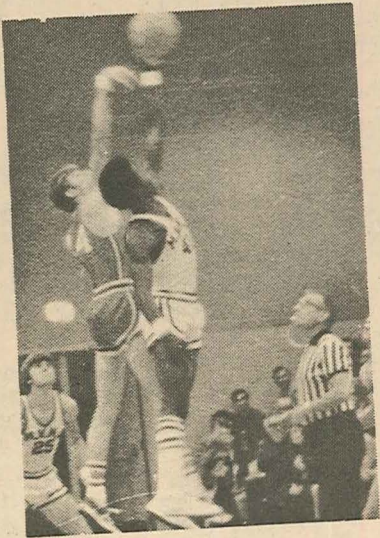
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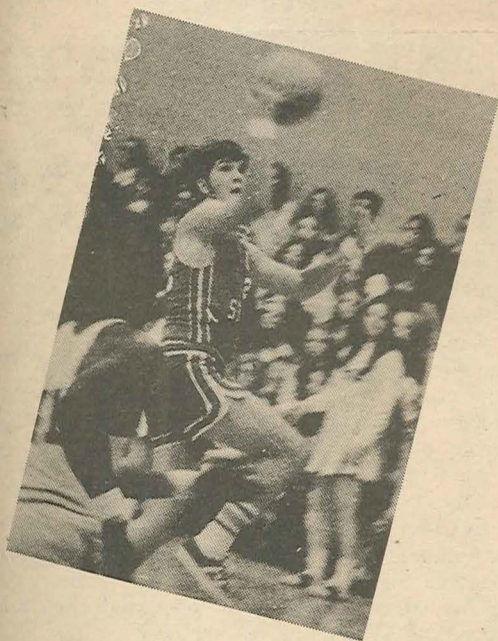
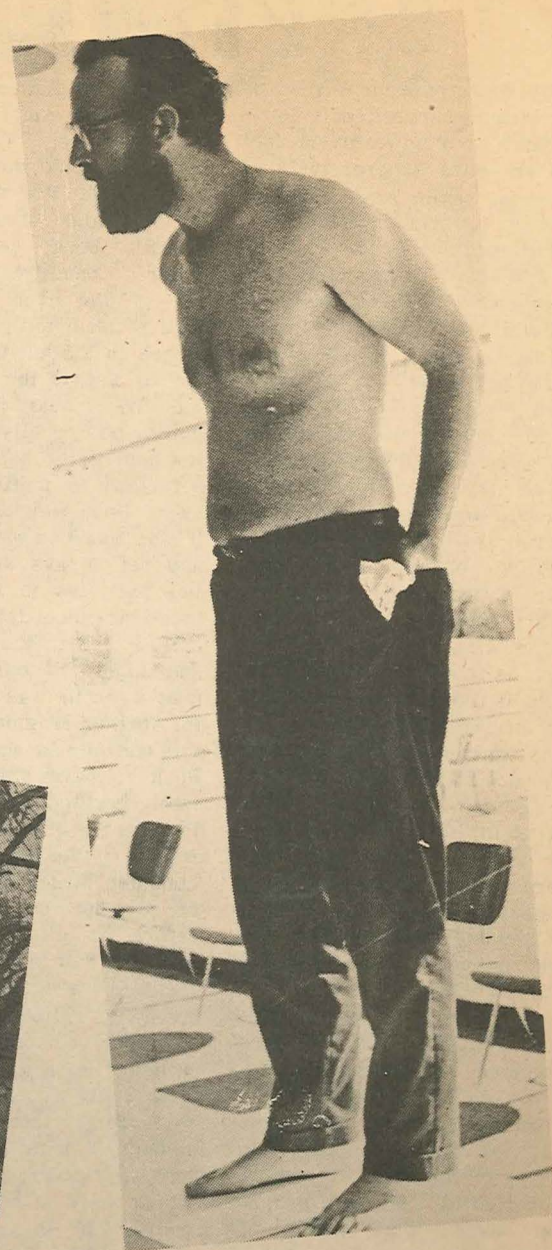
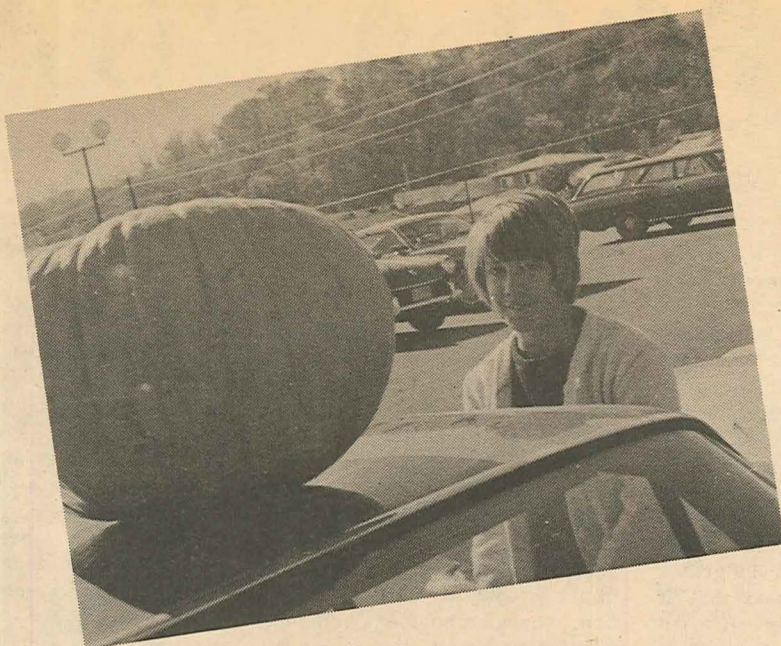
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Sylvester Conley	Kay Toland
Cheryl Newton	Dave Stevens
Barb Gossman	Jeff Hamm

The Advisor: Mrs. Freeman

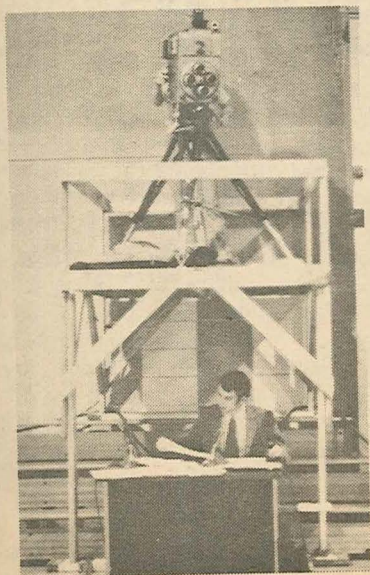
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71-72





Photos by
Dave Scott, Greg White,
& Sylvester Conley.



TIME FOR A CHANGE

While we have been warned of the creeping spread of "Communism" our government has been traveling progressively to the right. While un-noticed by many our government fulfills the definition of fascist, as Webster has defined it. The problem with labels such as fascism and communism, etc...is that they have been used so much, as other terms born of prejudice -- nigger, spic, honkie, kike, white trash, hippie, that they have become little more than worn out cliches. In reality our country has achieved a form of capitalistic imperialism as opposed to the Militant National Socialism of Russia and Red China. The problem concerns this country though, for it has used devious means to perpetuate its ends. As a result of this the individuals freedom and rights have been infringed upon.

This started out verely subtly with such incidents as the mysterious "Havana" incident which touched off the Spanish American War and have grown into such internationally disgraces as the Kennedy Assassination, the Tonkin Bay incident, the Kent State Murders, an incident in Washington in which 9,000 people were arrested without being formally charged or allowed council. Various moral laws defining what is acceptable between consenting adults, drugs laws with cruel and unjust penalties and laws forcing a woman to have an unwanted child. This list does not stop here unfortunately but serves as a sufficient example I hope. I must comment on the Kennedy assassination though, because in this case the apathy,

stupidity and down right gullibility of the American public astounded me. The American public accepted the story that a single bullet that weighed 161 to 161.51 grains struck the President's back, reentered Governor Connally's back went through the front of his chest, went through his right wrist and lodged in his left thigh. According to x-rays the bullet, which was mysteriously recovered by a janitor on Connally's stretcher a few hours later, showed almost no deformity or mutilation whatsoever. Upon weighing that bullet it was found to weigh 159 grains and yet x-rays showed that it left particles in four different locations-Kennedy's chest, Connally's chest, Connally's wrist and thigh. The left side of Kennedy's brain was not examined for further fragments. Not only this but the film showed the president to have slumped immediately backward and to the left, towards the direction of Oswalds window in the depository. I don't consider myself to be an expert on guns but I do know that a man struck by a high power bullet such as that would slump away from the source of the bullet. Even a 38 caliber slug will knock a grown man off his feet. Also a bullet such as the one which supposedly struck Kennedy would be severely mutilated from the impact of both man's bones. I have personally observed slugs which have gone through pine boards and they have literally disintegrated. To add to all this the autopsy reports, the photographs and other scientific documents were supposed to be re-

leased by the National Archives after five years. This expired last fall and they have not been released yet. Unfortunately the men who really know the truth are dead. Ruby after shooting Oswald died of cancer awaiting trial. If the government did not have anything to hide why has it clothed this event in so much secrecy in the face of so much controversy? This is a classic example of apathy at it's height.

Today in the United States a subtle change is taking place which continues to go unnoticed, the growth of a inhuman megamachine, designed only for maximum production and consumption. Anyone who doesn't fit into this technitronic age cannot make it. Today's emphasis is not on love, truth, faith, hope and all the positive attributes of a humane society but upon a mechanized, military industrial complex designed to use man as just another cog in the wheel. While we all know what most politicians are, we tolerate it as a necessary effect of big government but they are the mechanics of the future machinery of our civilization. The proletariat and the opportunistic bourgeois both will soon find themselves in the wheels of such a machine if society doesn't wake up. America has become soft and the weak human is ripe to be controlled by, and become a part of such a machine if something is not done. All identity and individuality will be lost.

Right now, 1972, in America the absolute emphasis, is put on material goods instead of man. Man should be the goal of all social goals, and yet we go along with the emphasis on production. The more we produce the better, the more college graduates. The more cars, food, advertising, the

lists of consumer products is endless. Notice I included college graduates, they too are produced by the education machine and consumed by the megamachine, the military, industrial complex. Dehumanization is the name of efficiency. A constant increase in production has become the goal of the nation and it is now called progress. Maximum efficiency is good for progress and the social machine grows as the man becomes little more than a number on a card. Produce, consume produce, consume even more, quality is not the major concern but the quantity. Each year sports records, temperature records, production records are noted as if man has a mania for heights unreached. Men are given psychological tests to see if they can become an efficient part of an industry, for the good of the industry but not for the good of the man. Happiness today is equated with material wealth, cars, houses, gadgets, how much he can consume, keep the machine running at all costs increase the production. Will it end as Aldous Huxley predicted in BRAVE NEW WORLD, or perhaps as 1984 predicts. A close look at contemporary society hints that our society is headed for this.

Government today has it's hand in everything and is tightening the grasp of its control while some men who are afraid of life's uncontrollable spontaneity let it be so. Some men would rather be controlled than be free it appears or they would stand up and loudly voice their opinion. This is a quote by a leading investment banker.

"Clothing would be purchased for it's utility; food for it's nutritional value; cars to last, homes for their characteristics

of shelter; without regard to style or neighborhood. And what would happen to the market dependent upon new models new styles and new ideas."

Today's consumer has allowed himself to be brain washed, Americans have been led to believe that success denotes out doing the Jones. Because of this products are built to wear out or become quickly obsolete. And man will give up his humanity for this if he does not awake. I certainly could go on and on for this subject is inexhaustable but I hope this picture I have outlined will suffice to suggest the problem which does exist.

To conclude I say as intelligence and or wisdom increases the effectiveness of words decreases because they themselves can do nothing. Language is weak for one word can often be refuted by two. While they draw nice pictures and stimulate much valid thought they can take no action. It is mans place to take the action for each and every second is a moment of decision and the choices and actions man makes are his only possibility of authentication. No matter how valuable the speech and written word are for stimulating thought the action tells. Unfortunately the word stimulates thought but often the action is lost somewhere therein. This is ironical for as I write this I imagine an undetermined almost of fullity in doing so. Why? Because of your apathy. The conditions I have witnessed in America's streets and prisons prove to me that a whole lot of people don't care about other peoples plights. This does not detract that man does have a responsibility to man as well as himself even though he continually shrinks from the question his own existence asks him. The

(Please turn to Page 8)

Teacher Evaluation

PRINCETON, N.J. -- A new program that allows students to evaluate the performance of their teachers has been developed by Educational Testing Service (ETS).

Besides allowing students a chance to express their views anonymously about courses and teachers, it also gives instructors an objective way to monitor their own performance and progress.

Called the Student Instructional Report (SIR), the program is an effort to improve instruction based on responses to an ETS-designed questionnaire supplied to students by the colleges themselves.

The questionnaire was developed by ETS researchers with the aid of college faculty members and students. It is composed of questions about specific teaching practices and more general topics including such queries as:

- Did the instructor encourage students to think for themselves?
- Were the course objectives made clear?
- How much effort did students put into the course?
- Were students informed of how they would be evaluated?

The ETS questionnaire also includes questions about a student's reasons for taking the course and the grade he expects to receive. In addition, an instructor is free to include questions of his own to learn more about factors unique to his particular class. The questionnaire results are reported for each class as a group, not for individual students.

Student evaluation of teachers is not a new concept. The procedure has been used for some time at various institutions, but ETS says SIR should provide an instructor with information to compare his performance with others in his discipline on a national scale. The program is available to institutions throughout the United States and Canada.

More information about SIR may be obtained by contacting: Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540.

Initiated by ETS in 1965, the Institutional Research Program provides colleges and universities with a variety of methods to use in evaluation and self-study programs.

COMEDY OF ERRORS

It seems that there are many more theatrical achievements that are to be credited to Washington than the American people are aware. All great dramas are not attributed to William Shakespeare. Large business organizations, like ITT, have begun productions that are destined to become classics.

The current ITT uproar has brought many stars to the center stage, including Dita Beard and Richard Kleindienst. More familiar characters including President Nixon and John Mitchell.

The plot concerns an anti-trust case involving ITT and the Nixon

administratin, a rather unusual settlement, and a sizable contribution made to the Republican Party for its national convention.

Dramatic performances were given concerning the morality of the problem. Mrs. Beard became deathly ill and was unable to give her full testimony, while Mr. Kleindienst was forced into contradicting himself about his collaboration with ITT officials.

It was a quality production and might well have been Academy Award material. However, it is still an incomplete work.

The reputations of many people will be on the line until the real

truth is uncovered. Moreover, the entire American system of justice is at stake. What is important is that the American people get their fair share.

Between December and March of 1972, ITT requested 57 price increases. Fifty-five of these were granted in full.

It is not up to any government to grant favors on the basis of an organization's size or on the amount of money that can be had from such wheeler-dealers and influence peddlers.

How can there be a shred of credibility in American justice until this matter is settled?

-- Ohio AFL-CIO

WOMENS LIB

COLUMBUS, OHIO, April 12 -- The women's lib movement is more than a passing fancy, an assistant professor of English at Ohio State University believes.

Prof. Mildred B. Munday says response to a new course she is teaching this quarter called "Women in Literature: Images, Models and Stereotypes," is overwhelming.

"The course got little advance publicity and I worried about signing up enough students, but not for long," she says.

Enrollment was oversubscribed and Prof. Munday got permission to reopen enrollment, which topped out with 60 students.

"Besides," she adds, "it's a 500 level course, which means that only students with a prerequisite of previous courses can sign up, which limits the enrollment."

Literature, according to Prof. Munday, is something like a "Dow Jones indicator" of our cultural trends.

"Rather than creating social movements," she explains, "literature follows and reflects social movements."

Exponents of the new self-awareness of women in literature, she says began with Virginia Woolf, followed by Joyce Carol Oates, Sylvia Plath, Anais Nin and the black writer, Maya Angelou.

Prof. Munday describes the course as beginning with a "critical examination of traditional assumptions as to women's role, in contrast to reality."

Authors chosen to expound this theme are all men: Henry James, Vladimir Nabokov, Henrik Ibsen, Sinclair Lewis and Theodore

Dreiser.

"We are making a close analysis of their views and where they got them," she explains, "by considering such topics as women as seen by men, social and family relationships, and women's views of themselves."

The new women's movement is becoming something of a revolution in literature, says Prof. Munday, and she sees it leading to an increasing self-awareness of women.

Twenty of the 60 students in her class are English majors, most of them juniors and seniors. Although most of the students are women, she has five men in her class, dispelling a rumor that she would exclude men.

"And one of the men," she adds, "is a Ph.D. candidate in chemistry."

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WGSF PROGRAM LISTINGS

WEDNESDAY EVENING PROGRAMS

May 24, 1972

- 3:30 BOOK BEAT/#676 -- "Rites of Passage," by Joanne Greenberg. Love, hate and psychosis mark the characters in this collection of short stories containing the same sensitivity insight as a previous novel by the author.
- 6:00 THE FORSYTE SAGA/#12 -- "Birth of a Forsyte." The death of Queen Victoria leads the Forsytes into a new age, while on a personal level death touches the Forsytes from the battlefields of South Africa. At the same time, the first of the twentieth-century Forsytes is born.
- 8:00 PUBLIC AFFAIR/ELECTION '72/#17 -- (C) "Campaign Organization Men." Robert MacNeil focuses on the men behind the candidates -- the men on the campaign staffs who quietly make the important strategic decisions while the candidates are on the hustings.
- 8:30 THIS WEEK/#34 -- Correspondent Bill Moyers examines an important topic of public interest from his own perspective of intelligence and wit. (C)
- 9:00 VIBRATIONS/#14 -- (C) Tom Paxton, folksinger, Lorin Hollander, pianist, and E. Y. "Yip" Harburg, composer, discuss their work and give examples of how they interpret war through their music; a performance of "The Green Table," an anti-war dance by Kurt Joos of the Joos Ballet Folkwang.

10:00 SIGN OFF

THURSDAY EVENING PROGRAMS, May 25, 1972

- 6:00 NEWARK-GRANVILLE LEAGUE OF WOMEN VOTERS/#38 -- The group gives findings on an important issue. (Local) (R)
- 6:30 THIS IS THE LIFE/#1904 -- "Dead Wrong." A husband suspects his wife of infidelity and finds out too late that he is wrong.
- 7:30 ART IS...Some new answers to the age old question -- what is art? This beautiful film explores the many opportunities for all of us to respond with our senses to the world around us. Art is the wonders of nature.
- 8:00 SPOTLIGHT/#255 -- "Navy". Dave Brown, a Newark native, reveals his experiences in the U.S. Naval Academy with host Don Geske. (R)
- 9:30 PLAYHOUSE NEW YORK -- THE '40s: "The Last GI's". Program content to be announced. Consult local listings.
- 10:00 WORLD PRESS/#156 -- News analysts from around the world look at news stories as seen by the foreign press. (C)
- 10:45 DAVID LITTLEJOHN: CRITIC AT LARGE/#34 -- "What They're Doing To Paris." On a recent trip to Paris, David Littlejohn looks at some of the massive renewal projects rising there, including freeways and the Maine-Montparnasse complex, a city within a city containing Europe's tallest building. (C)

11:00 SIGN OFF

FRIDAY EVENING PROGRAMS, May 26, 1972

- 3:30 PUBLIC AFFAIR/ELECTION '72/#17 -- "Campaign Organization Men." Robert MacNeil focuses on the men behind the candidates -- the men on the campaign staffs who quietly make the important strategic decisions. (R)
- 6:00 PERRY COUNTY NOTEBOOK/#16 -- "Hunting." Views from Perry County with Steve Dugan, WHTH Radio as host. (Local)
- 6:30 THE GLORY TRAIL/#1 -- "The Other Side of the Mountain." With gusto and humor, this series unfolds the differences between the old West and the West of today. (R)
- 7:30 WALL STREET WEEK/#32 -- Host Louis Rukeyser answers viewer investment questions, reviews the week's stock market activity, and interviews a prominent figure from the financial world. (C)
- 8:00 WASHINGTON WEEK IN REVIEW/#269 -- Veteran Washington correspondents review the week's events in a lively and informal round-table discussion hosted by correspondent Robert MacNeil.
- 8:30 FILM ODYSSEY/#20 -- "The Last Laugh." Emil Jannings stars in F. W. Murnau's sensitive silent classic about an aging hotel doorman who has been demoted to washroom attendant because he can no longer tote suitcases. (B & W)

10:00 SIGN OFF

SUNDAY EVENING PROGRAMS, May 28, 1972

- 6:15 PERRY COUNTY NOTEBOOK/#16 -- "Hunting." Views from Perry County with Steve Dugan, WHTH Radio as host. (Local) (R)
- 8:00 FIRING LINE/#53 -- Host William F. Buckley, Jr. engages in a lively exchange of opinions with a prominent national or international figure. Guest to be announced. Consult local listings. (C)
- 9:30 MASTERPIECE THEATRE: THE POSSESSED/#2 -- "The Cripple." Nikolay Stravrogin and Peter return home and almost immediately create havoc among the townspeople. (C)
- 10:00 SELF DEFENSE FOR WOMEN/#9 -- Karate expert Jerry Offstein teaches some intensified training techniques in foot sweep action, collar grab with knee-to-groin attack, choke breaks and arm and wrist locks. (C)
- 10:30 GUITAR, GUITAR/#9 -- Flamenco guitarist Mark Levin plays his interpretations of traditional Solares, Bulerias and Tientos por Tangos, when he appears with Laura Weber. Levin also discusses various flamenco guitar techniques and the background of flamenco as an art form. (C)

11:00 SIGN OFF

THURSDAY EVENING PROGRAMS, June 1, 1972

- 6:30 THIS IS THE LIFE/#1905 -- "Cry Help." A disc jockey has suspenseful phone conversation with a pretty coed who has taken a fatal dose of sleeping pills.
- 8:30 N.E.T. PLAYHOUSE of the 30's: Arthur Miller's "A Memory of Two Mondays". Estelle Parsons and Jack Warden star in Arthur Miller's bleak portrayal of blue-collar life in America during the Depression. Other stars are George Grizzard, Cathy Burns and Kristoffer Tabori. The play is the first in a six-part series on American life in the 1930's. (C) (R)
- 10:00 WORLD PRESS/#157 -- News stories from around the world are analyzed by the foreign press. (C)

- 10:45 DAVID LITTLEJOHN: CRITIC AT LARGE/#35 -- "Hogarth At the Tate". Littlejohn reviews Ronald Paulson's new biography about the opinionated and brilliant 18th century painter and caricaturist, and the Hogarth exhibition last year at London's Tate Gallery. (C)

11:00 SIGN OFF

FRIDAY EVENING PROGRAMS, June 2, 1972

- 3:30 PUBLIC AFFAIR/ELECTION '72/#18 -- "Image Making in California." Sander Vanocur assesses the premise that a candidate is elected by the issues he discusses, and explores how a candidate's image is created and projected. (R)
- 6:30 GLORY TRAIL/#2 -- "You Can't Get There From Here." With gusto and humor, the program unfolds the differences between the old West, -- a subject long romanticized by movies and television -- and the West of today. (R)
- 7:30 WALL STREET WEEK/#33 -- Host Louis Rukeyser answers viewer investment questions, reviews the week's stock market activity, and interviews a prominent figure from the financial world.
- 8:00 WASHINGTON WEEK IN REVIEW/#270 -- Veteran Washington correspondents review the week's events in a lively and informal round-table discussion hosted by correspondent Robert MacNeil.
- 8:30 FILM ODYSSEY/#21 -- "Sawdust and Tinsel." This early Ingemar Bergman classic released in America under the name "Naked Night" deals with the cruel romantic entanglements of members of a small, tawdry, traveling circus. Starring Harriet Anderson, Ake Gronberg, Gudrun Brost and Hasse Ekman. Critic Stanley Kauffman is interviewed following the film. (B & W)

MONDAY EVENING PROGRAMS, May 29, 1972

- 6:00 31 REPORTS/#101 -- 45 minutes of up-to-the-minute news from the WGSF news staff. This includes: News, Dave McGaughy and Mitch Morrison; Sports, Don Deske; Farm Reports, Leland Hubbell; Fashion Notes, Linda Wilson; and Movie Reviews, John Hall. The news has been extended from thirty minutes to forty-five minutes during the summer. (Local)
- 7:30 INSIGHT/#325 -- "The Greatest Madness of Them All." A successful novelist is haunted by recurring nightmares. He considers suicide, tries psychotherapy instead, only to discover there are many people within himself. A comedic drama of psychic fragmentation. The cast includes John Dehner, as Jeffrey Chronister & Real Self: John Marley, as Consciousness, Brad David, as Jeffrey's Younger Self; and Curt Lowens, as Psychiatrist, Dr. Shapiro.
- 8:00 HOLLYWOOD TELEVISION THEATER -- "Invitation to a March." (Special of the Week) Hollywood Television Theater presents a television adaptation of Arthur Laurents' Broadway comedy about a wealthy girl who is bored with her socialite fiancé and falls in love with the illegitimate son of her landlord. (C)
- 9:30 BOOK BEAT/#677 -- "Rivers of Eros," by Cyrus Coulter. (Swallow Press, Chicago) Coulter's first novel traces the lives of three generations of ghetto residents from Chicago's South Side, as they become enveloped and eventually destroyed by guilt, terror and erupting violence. (C)
- 10:00 SPOTLIGHT/#256 -- "YWCA--Exploitation." The YWCA "Aware" Committee discuss the exploitation of women and their needs. Host: Jo Esworthy. (Local) (Repeated on Thursday, June 1, at 8:00 p.m.)

10:30 SIGN OFF

TUESDAY EVENING PROGRAMS, May 30, 1972

- 6:30 GLORY TRAIL/#2 -- "You Can't Get There From Here." A panorama of that fabled bit of Americana -- the Old West, traveling the path of America's West as it was: rough, tough, often times more comical than magical.
- 7:30 COMMUNISCOPE/#113 -- "Ohio Festivals". Members of Ohio's Festival Board discuss the upcoming summer Festival in Ohio. Viewers are asked to phone-in their questions and comments. (Local)
- 8:30 THE ADVOCATES/#107 -- Skilled advocates debate the pros and cons of a controversial issue, -- public television's popular forum for debate and opinion. Topic to be announced. Consult local listings. (C)
- 9:30 HEATH SCHOOLS IN ACTION/#1 (R) -- The second grade students of Heath's Garfield School present a historical look at the past, present, and future of the American Indian. Featured are: Bill Booth, principal of Garfield School and the three teachers in charge of the project; Mary Merwin, Nellie Elliott, and Paula Spence. (Local) (R)
- 10:00 HEATH SCHOOLS IN ACTION/#2 -- A demonstration of team teaching, using the open classroom method, designed to illustrate how the Heath school system's Resident Outdoor Education program is used as a unit of study. Bill Booth, principal of Garfield Elementary hosts the program and introduces 5th grade team teachers, Jeanne Saunders, Margaretta Bunning, Rosemary Smith, and Sheila Klontz. (Local) (R)

10:30 SIGN OFF

WEDNESDAY EVENING PROGRAMS, May 31, 1972

- 3:30 BOOK BEAT/#677 -- "The Rivers of Eros" by Cyrus Coulter. Coulter's first novel traces the lives of three generations of ghetto residents from Chicago's South Side, as they become enveloped and eventually destroyed by guilt, terror and erupting violence. (R)
- 6:00 FORSYTE SAGA/#13 -- "Encounter." The "Saga" jumps into the post World War I era as Soames' daughter and Irene's son fall in love and discover their future is threatened by some mysterious animosity between their parents.
- 8:00 PUBLIC AFFAIR/Election '72/#18 -- "Image Making in California." Sander Vanocur assesses the premise that a candidate is elected by the image he and his advisors create, rather than the issues he discusses, and explores how a candidate's image is created and projected. (C)

Student Insurance

COLUMBUS, OHIO, May 15 -- On a recommendation of its Retirement and Insurance Committee, The Ohio State University Board of Trustees Friday (5/5) continued the university's student health insurance program with some coverage improvements for 1972-73 but without change in the quarterly premium rates.

The insurer will continue to be the Continental Casualty Company of Chicago.

The rates for 1972-73 will be: Student, \$14; student and spouse, \$28; students, spouse and all children, \$46; and student and dependent child or children, \$28.

The committee report said the coming year's contract had been recommended by the Subcommittee on Student Insurance of the Council on Student Affairs and had the concurrence of the CSA and the consultant on student insurance.

There will be five amendments in coverage under the 1972-73 policy.

One will increase basic coverage for miscellaneous hospital expenses from \$400 to \$600. A second will provide coverage of physicians' charges for services in the emergency room of a hospital after office hours of the University Health Service or between quarters. A third includes a dismemberment and loss of sight benefit under the present \$1,000 accidental death coverage.

An exclusion will provide that coordination of benefits is in effect for auto accidents if the insured is eligible for such expenses under any auto insurance policy. Expenses not reimbursable by any automobile insurance policy will be adjusted according to the policy benefit schedules. Also to be excluded is the coverage of 75 cents per shot for polio, flu and penicillin shots if administered by the University Health Service.

KENT

Kent, Ohio -- (I.P.) -- Internal communications plagued the administration during the events of May 1-4, 1970, according to a report released by the Kent State University Commission on Violence.

Dr. Harold Mayer and Mrs. Kathleen Whitmer, faculty writers of the administration subcommittee report, said they found much "dissatisfaction among the administration."

Mayer and Whitmer said they were "unfavorably impressed with the unwillingness" of administration informants to indicate who actually made decisions during the May 1-4 events.

Student Elections

As this paper was being prepared the elections for student body president and vice-president were being conducted. The candidates were President: Dave Caldwell, Chuck Martin, Micky Preston; Vice-President: Rick Anderson, Donna Chapman, Sherman Caldwell, Judy Surgeon.

We Americans have no commission from God to police the world.

- Benjamin Harrison
President, 1888.

UNIVERSITY MYTH

In 1968 while attending The Columbus Art School, my roommate an O.S.U. student and I began to realize that going to classes was getting in the way of our education. We were going to classes on the average of once a week and still achieving a 3.00 average, often only attending the first class each quarter and exam days. After a couple years of this he finally dropped out while I have attended a few quarters until the present time. Long ago my suspicions were confirmed and I now see college as a joke or possibly a temporary diversion to avoid working. Today's college student can attend the university and receive a degree while he retains all the typical bourgeois prejudices inherent from the Geratol generation. The American college student should have his T.V. turned off, his wine bottle taken away, and a little awareness instilled in he or she.

I realize the typical college student thinks of himself as a "liberal" and this seems odd to me. How can such a large congregation of students call themselves "liberal" when they don't know what's happening beyond their own hometown. Joe Blow American staggers in each night from the nut and bolt factory, grabs a beer and plants himself in front of the T.V., turns on the news and sees a campus revolt and says "They ought to throw all those fuckin' communists in prison". While all this is going on our finely groomed young student comes home from a long day in the lounge or cafeteria or whatever, sits down at the T.V., sees the same campus revolt on the news, "fuckin' Pigs", or turns Flippo on. So here we have the typical liberal and conservative, with all the answers. Now I ask you, what good does that degree do? If it doesn't alter the middle class consciousness which plagues this country today, what is it really worth? Unfortunately

many believe the degree is negotiable. Grab that degree and get out there and capture that buck. It's a myth. The standards have become so low in college today that my cat "Smack" could get a degree and the job market is not big enough to accomodate everyone. So here you are with a degree, 4 years and a few thousand dollars short with no education but a degree to hang on your dashboard, and still have you seen the junkies shooting up in the door ways in N.Y. city? Have you been through the Appalachia coal towns? Have you seen the shanty towns down South (they are still there)? Have you seen little Indian children begging in the rest areas along the highways out West? Or the 14 year old prostitutes in Chicago? Of course you have not, but yet you are supposed to be the informed, well-educated, liberal student. While society decays, the diploma will grind out more and more degrees and society continues to progressively rot. While the University doors remain open to anyone. The professional field has a decreasingly smaller demand for college grads and the social ills continue. Where's college really at and how did it get stuck in the rut that it's in?

I believe much of this problem has arisen from the pressure society puts it's young people today -- "Go to college so you can make something of yourself" -- as if you'll be a nobody if you don't. Because of this the college degree is looked upon as a means to achieve financial security (the end), whereas originally the degree was thought of as symbolical end, symbolizing the education and the awareness it stimulated. While you and I know this is "really" the way it's supposed to be, I hope, what would you say if I asked, would you spend four years in college if you didn't get that piece of paper? -- I thought so. Now, because of

these new motives, two students can attend the same university; with a forty point intelligence quotient differential and because of the lowered standards designed to accomodate all of Americans sons and daughters, get the same degree. How unfortunate this is, for a number of persons, and reasons. I say Sears should sell the diplomas and the university should go back to education.

Another problem that has arisen because of this is the material that is being taught and those who are teaching it. Since so many students attend the university today, the parents who pay the bill, usually, and the taxes to support the schools have begun to have an indirect say in what's being taught and who teaches it. The state who funds these schools also have a say in these things. Don't ever tell yourself that these top university officials don't realize where their bread's coming from. In three years of college I have seen six of my old prof's fired because their views were not politically or socially acceptable to some people. It's interesting to note that they all were dedicated educators and popular with their students. When I applied for work study at Ohio State I was turned down as were my scholarships because of a four year old marijuana charge. They found me socially unacceptable to receive help for my education. I had always thought that the university was a microcosm that was free of the social and political prejudices that are so prevalent outside it, but again I was wrong. To conclude I must say that those of you who are in school to find a husband or wife and/or a financially secure position, I wish you the best of luck for you have come to the proper place. Those of you who have come to get an education, well, you better quit school and go to the library and into the streets of America.

-- Steve Short

Exam Schedule

June 5, 6, 7, 8, & 9
Spring Quarter, 1972

Classes Meeting

Daily 8, MWF 8
Daily 9, MWF 9, MW 8:30-10
Daily 10, MW 10, Daily 10-12, MTWR 10
Daily 11, MWF 11
Daily 12
MWF 1, MW 1
Daily 2, Daily 2-4, MWF 2, MWR 2
Daily 3, MWF 3
Daily 4, MTRF 4, MTWR 4-6:30, MW 4-6:30
MW 5-7:30, MW 5-7
W 6-8:30, MW 6:30-8, MWF 7:30-10
TR 5-7:30, TR 5-7, TR 5
TR 7:30-10, TR 7-9, TR 6-8

Finals On

Mon., June 5, 9-11 a.m.
Tues., June 6, 9-11 a.m.

Wed., June 7, 9-11 a.m.
Thurs., June 8, 9-11 a.m.
Fri., June 9, 9-11 a.m.
Mon., June 5, 2-4 p.m.

Tues., June 6, 2-4 p.m.
Wed., June 7, 2-4 p.m.

Thurs., June 8, 2-4 p.m.
Fri., June 9, 2-4 p.m.

Wed., June 7, 6-8 p.m.
Thurs., June 8, 6-8 p.m.
Fri., June 9, 6-8 p.m.

All biology and botany classes, regardless of meeting time on Tuesday, June 6, 6-8 p.m.

All mathematics classes, regardless of meeting time on Monday, June 5, 6-8 p.m.

Note: 1. Use lecture hour to determine examination time.
2. Exams will be given in the room in which the class regularly meets.

ATLANTIC UNION

(Continued from Page 3)

It is time for the United States to shore up its relations with Europe. It is essential to our defense, and to the peace and security of the world. In my judgment, it is every bit as important as President Nixon's announced trips to Peking and Moscow.

The Atlantic Union Resolution offers the only outward-looking, broadly-supported Congressional initiative under consideration. It offers a chance for the nations of the Atlantic Community to solve their mutual problems, and in doing so, to then dedicate themselves to solving the problems of mankind.

Paul Findley
Representative in Congress

If particular care and attention are not paid to the ladies we are determined to foment a rebellion and will not hold ourselves bound to obey any laws in which we have no voice or representation.

- Abigail Adams to husband John, 1766.

TIME FOR A CHANGE

(Continued from Page 6)

typical man says "I hope things change" but history is nothing and does nothing. It is man who is and does. Don't use the old "I hope" and "I wish," it's a cover resignation. Don't fool yourself. True faith and hope is combined with action. If you care about the inhumane practices in this country do something. Take an active hand in the University the community and government. Demand your rights. If there are crooked men in government, put them out. Demand social reform. There are people in 1972 who can not read and write. There are people starving in this country. The prisons are overflowing with men who have no hope. They can not lift themselves from it because of the lack of public concern. Each and every individual who does not act against these things is responsible and because of this inaction, he may end up another cog in a machine. I demand my humanity. You demand yours. When politicians feel the weight of public opinion they bend.

Steve Short

Kyros, when God intends to make
a city desolate,
he inspires violence in one of its evil men.

-Theognis

May Day

Advocate photos

